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Sam's no dummy!

EC 061491

WAYNE - CARROLL PUBLIC SCHOOLS

School District, No. 17

Wayne, Nebraska

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Mr. Paul Eaton, Perceptual-Motor Aide
Mrs. Jean Owens, Curriculum Modifier
Mrs. Viola Hartman, Language Therapist
Mrs. Mary de Freese, Language and Perceptual-Motor Aide
Mrs. Carol Edmunds, Target Classroom Teacher
Miss Jane Williams, Language-Motor Aide

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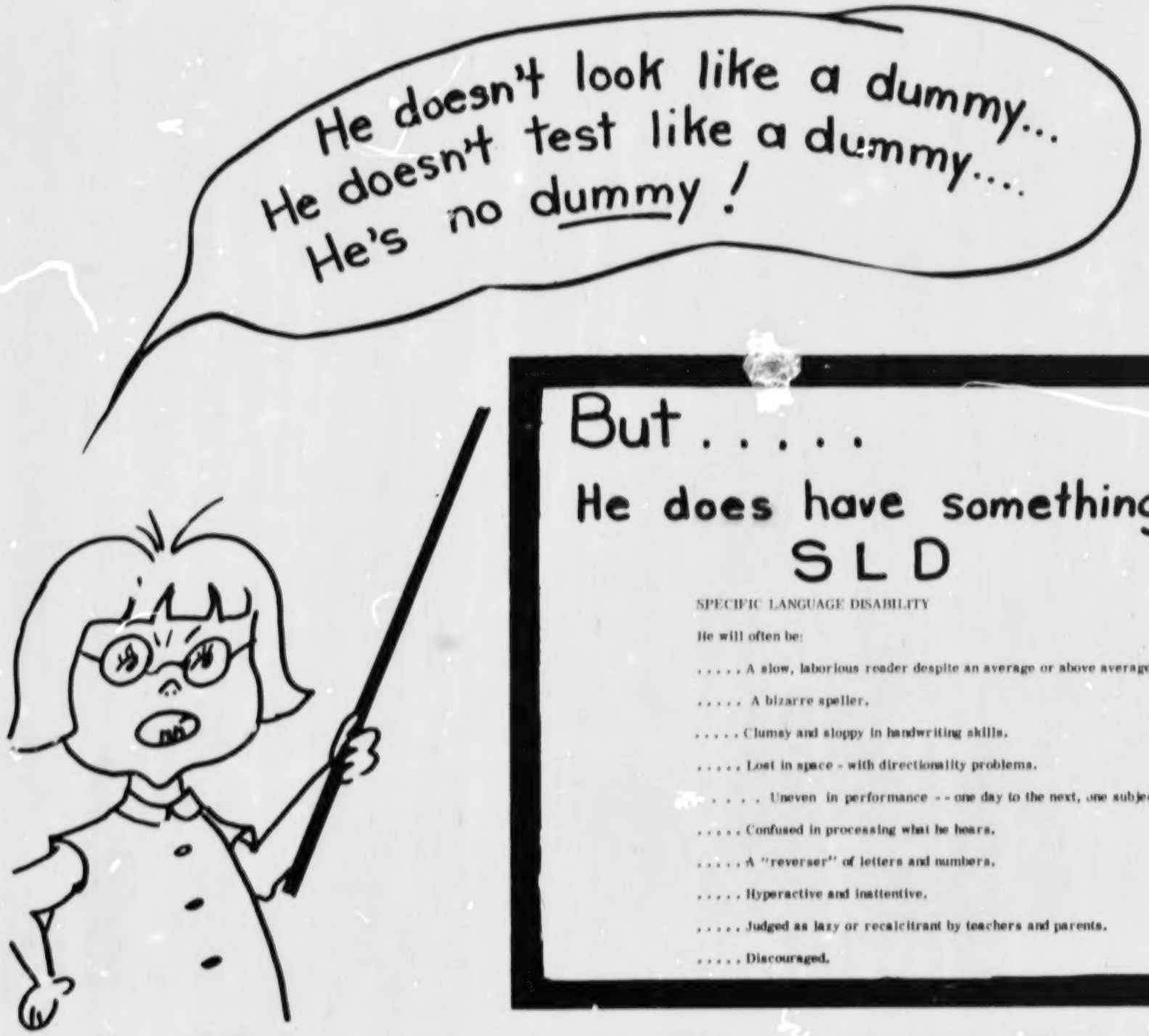


But . . . . .

He does have something called

S L D

SPECIFIC LANGUAGE DISABILITY

He will often be:

. . . . . A slow, laborious reader despite an average or above average IQ.

. . . . . A bizarre speller.

. . . . . Clumsy and sloppy in handwriting skills.

. . . . . Lost in space - with directionality problems.

. . . . . Uneven in performance - - one day to the next, one subject to the next.

. . . . . Confused in processing what he hears.

. . . . . A "reverser" of letters and numbers.

. . . . . Hyperactive and inattentive.

. . . . . Judged as lazy or recalcitrant by teachers and parents.

. . . . . Discouraged.

Do you recognize him?
He goes to your school!

He's the kid that doesn't learn reading with a sight word approach - - - He may have problems grasping abstractions; then he'll have trouble with math, too.

At time his spatial hangups bug you because his margins are non-existant; his work slants this way and that. He has to use his finger to keep his place in reading and he often moves his lips, mouthing the words.

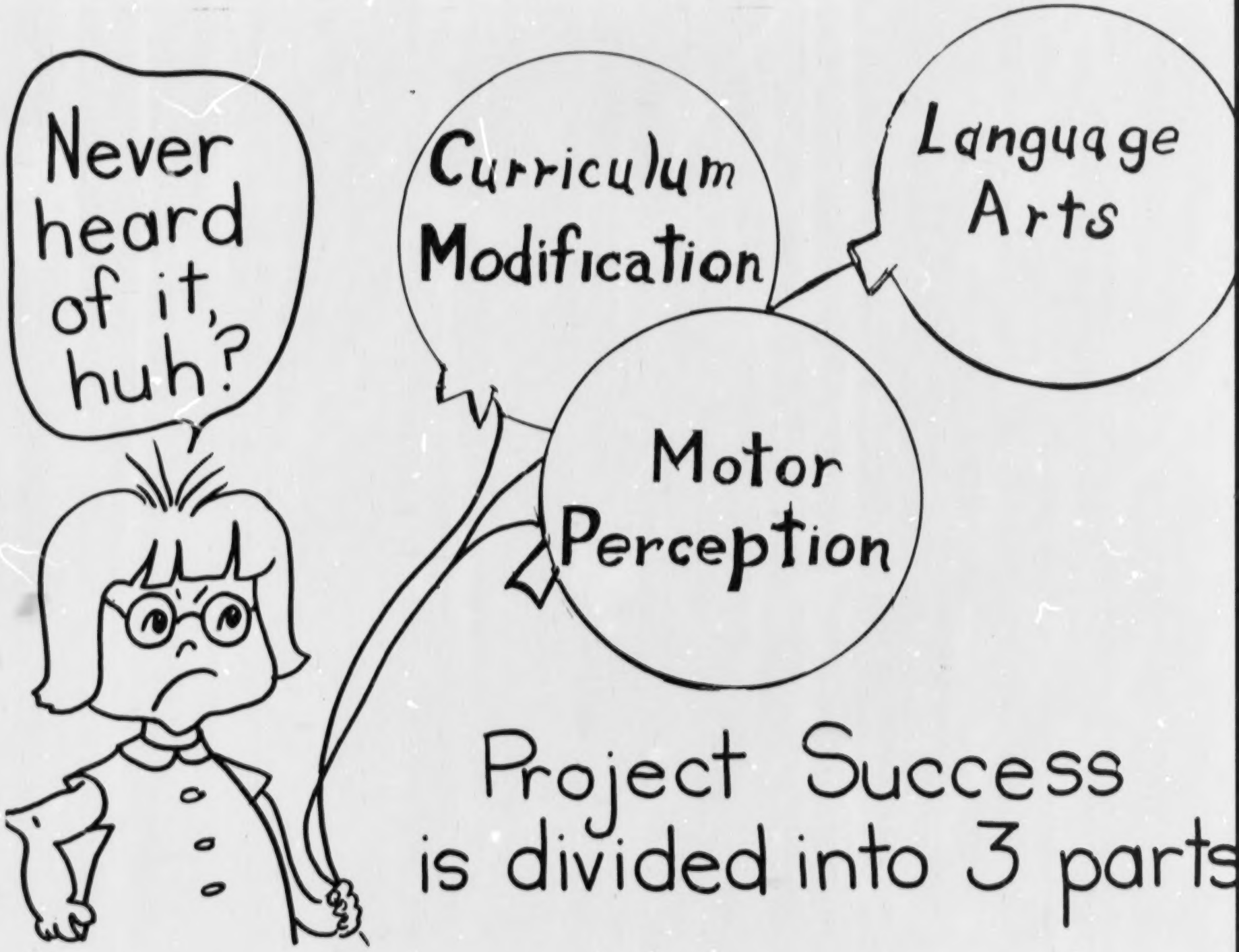
Yet he's an intelligent youngster, often alert in conversation - - but he forgets directions so easily.

Recognize him? There are three or four in every classroom and chances are that he is a boy. If you take time to inquire, his mom or dad may tell you they had problems with reading or spelling when they were children but didn't know why or what to do. Now we know that if we use teaching techniques to match his learning style, "Sam" can be successful.

Will you please help him —
He wants to learn.

Project Success, a Title III funded project, began in 1971 in West Elementary School, Wayne, for children with specific language disability, Grades 1-4. Underlying philosophy was a commitment to keeping "Sam" in the mainstream of education. There are too many Sams to ever meet their needs except in an economical classroom-based program. In the project, classroom teachers are taught by the trained language therapists, first observing; then team teaching; and finally assuming the leadership role.

The classroom-based program is the only effective way, too, because Sam is not just a "reading case" or a "motor problem" or a "math disaster". He's a human being, and he needs understanding as a whole person. That's why Project Success deals with the whole child and all who guide him and attempt to help him develop his potential.


Never heard of it, huh?
Curriculum Modification
Language Arts
Motor Perception
Project Success is divided into 3 parts

Language Arts

WITH THESE
APPROACHES
"MULTI SENSORY"
"SYSTEMATIC PHONICS"
"HIERACHY OF SKILLS
FOR DAILY PRESCRIPTIVE
TEACHING AND EVALUATION"

Wow! Do we ever use innovative techniques in our Language Arts program!

How many syllables?

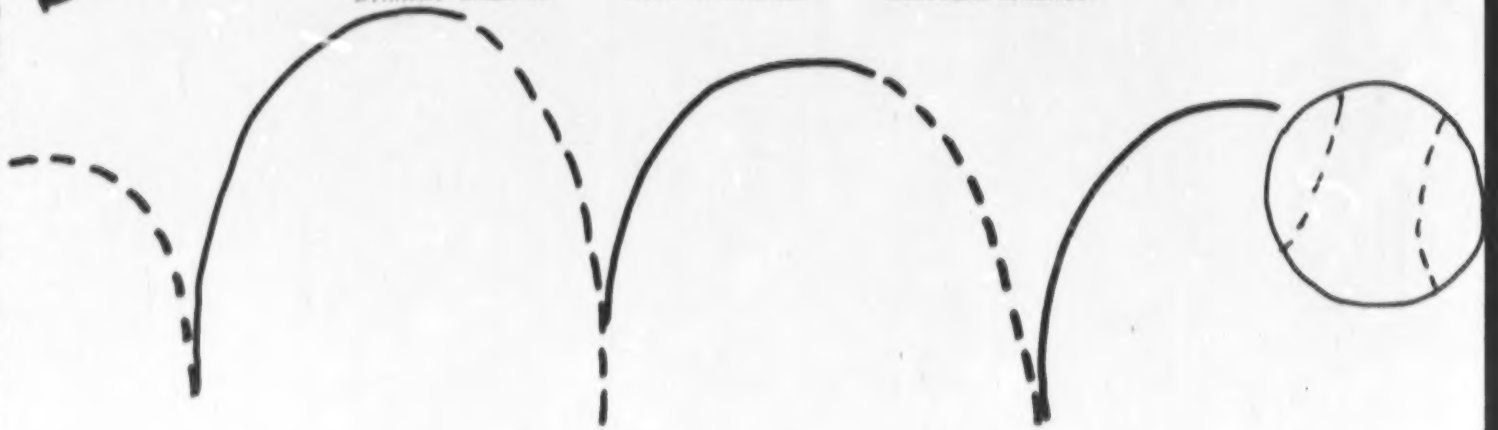
Blending - a skill often overlooked.

Muscle Memory

MOTOR PERCEPTION

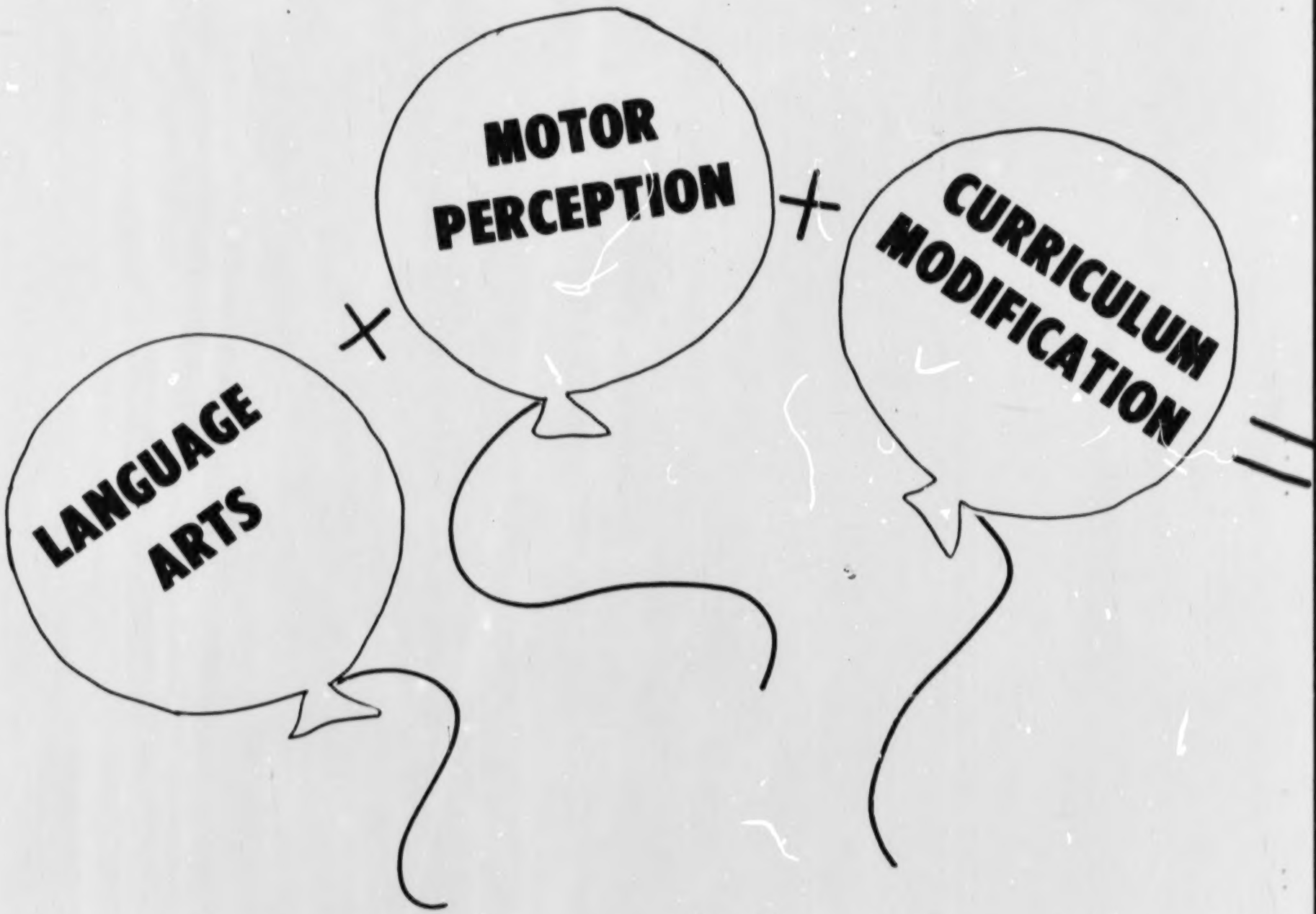
SPATIAL AWARENESS TEMPORAL AWARENESS

DYNAMIC BALANCE BODY AWARENESS MUSCULAR STRENGTH



CURRICULUM MODIFICATION

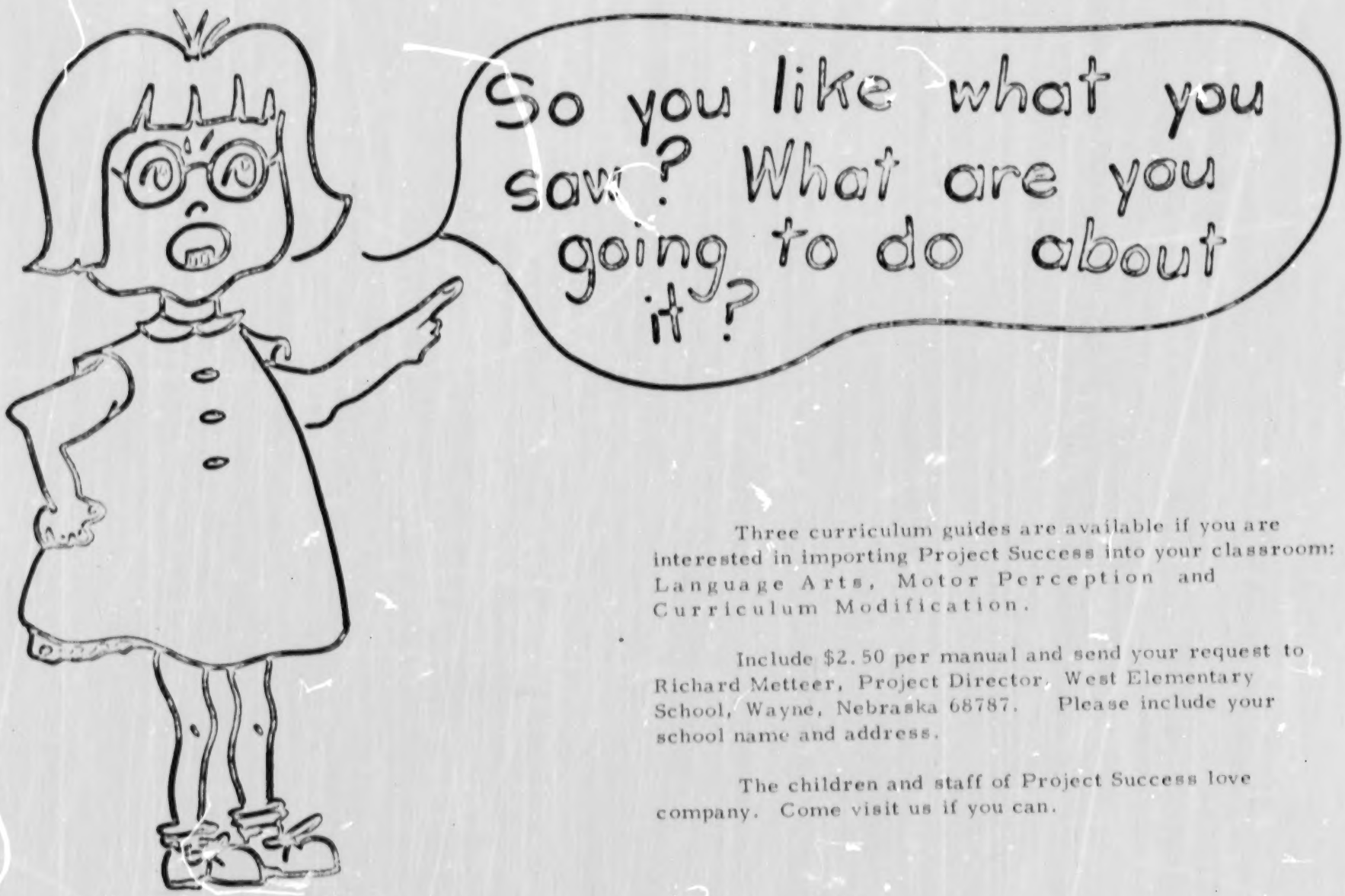
MULTI-SENSORY MATERIALS AID THE STUDENTS


LANGUAGE ARTS
MOTOR PERCEPTION
CURRICULUM MODIFICATION

When parents and teachers study together and exchange ideas, children benefit. In Project Success, bi-monthly workshops are held with emphasis on fun activities parents can share with their children to help them strengthen their learning pathways and build a sturdy self-image.

A Community Council where professionals, lay citizens and parents come together to work for the welfare of children has given strong support to Project Success.

Sub-committees of the council recruit volunteer aides who have been an important ingredient in the success of the project. The committees suggest ways the project can be improved and coordinate with other agencies to provide a summer workshop to train area teachers in the techniques that work with SLD children.



Three curriculum guides are available if you are interested in importing Project Success into your classroom: Language Arts, Motor Perception and Curriculum Modification.

Include $2.50 per manual and send your request to Richard Metteer, Project Director, West Elementary School, Wayne, Nebraska 68787. Please include your school name and address.

The children and staff of Project Success love company. Come visit us if you can.

A Summary of "Project Success"

"Project Success for the SLD Child" has as its general goal the prevention of educational failure for the elementary school child with specific language disability (Grades 1-9). The child who is the target of Project Success has been termed the Specific Language Disability child not because language is the only area in which the child's difficulty manifests itself but because his characteristic inability to read, write and spell with facility dispite a normal I.Q. has a devastating effect upon his progress in almost all subjects of the curriculum. Whatever else his problems, his language problem is crucial and and its solution is highest priority.

A prescriptive Program and classroom delivery system exists for every child in the project in three areas: (1) A multi-sensory structural linguistic language program which integrates all aspects of language - - reading, writing, speaking and listening: (2) Motor perception training to help the SLD child understand and control his own body and thus become more efficient and effective in his movements: (3) Curriculum modification in all subject areas so that classroom teachers become more adept at developing alternative strategies appropriate to the learning style of the child. Curriculum modification is a translation of individual need into an individualized program which will keep the child functioning in an adequate manner within the mainstream of education.

Daily process evaluation is achieved through the use of hierarchy skill charts in both the language and motor skill, he or his instructor records his success on his hierarchy chart so that both know which skills have been mastered and which remain to be presented and practiced.